

Hot Springs School District Improvement Plan/Progress Report Form

Principle: 1 General Supervision				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) ARSD 24:05:17:03 Annual report of children served. The district does not have documentation to verify services were being provided to one student listed on the district's 2003 child count. The district did not submit the IEP front page with the other child count information and the monitoring team checked the file during the onsite review. The Department of Education will withhold from the district the Individual with Disabilities Education Act (IDEA) funds received for the misclassified student.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district has established procedures for collecting, maintaining and reporting accurate child count data.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The 12/1/04 child count will accurately reflect students receiving special education services in the Hot Springs District.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. The child count will match 100% of the IEPs for students with disabilities.	Timeline for Completion 12/15/04	Person(s) Responsible Case Managers, Jan Moeller, Bonny Jenniges	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? The DDN special education list will be reviewed by case managers prior to 12/15/04. What data will be given to SEP to verify this objective? Verified lists will be signed by case managers.	12/15/04	Case Managers, Jan Moeller, Bonny Jenniges	Met 6/27/05	
Please explain the data (6 month) Each quarter the Case Managers, Records Clerk, SPED Secretary and SPED Director have reviewed students IEP cover sheets to verify accuracy of DDN information.				

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12 month reporting date 2/14/06

2. What will the district do to improve? Verified IEP lists will be compared to the DDN Child Count and cross-checked by three staff members quarterly. What data will be given to SEP to verify this objective? The district will verify data and validate child count with 100% accuracy.	12/15/04	Jan Moeller, Bonny Jenniges Lisa Miller	Met 6/27/05	
Please explain the data (6 month) IEP Cover sheets for Child Count were sent to DOE in April 2005.				
3. What will the district do to improve? New case managers will be trained in the importance of accurate child count and be mentored by veteran special education staff. What data will be given to SEP to verify this objective? Verification of child count training and mentoring notes.	5/20/05 and 9/29/05	Case Managers Mentors Jan Moeller	Met 6/27/05	
Please explain the data (6 month) Each quarter the Case Managers, Records Clerk, SPED Secretary and SPED Director have reviewed students IEP cover sheets to verify accuracy of DDN information. The Records Clerk assists Case Managers to ensure data is accurate on each IEP. There will be 5 new SPED teachers next year. They will have IEP/Child Count training in August and a year-long mentor.				
Please explain the data (12 month)				

Hot Springs School District Improvement Plan/Progress Report Form

Principle: 3 Appropriate Evaluation

6 month reporting date 10/07/05 Received date 6/14/05

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:25:04.02 Determination of needed evaluation data

The school district must administer tests and other evaluations to produce the data required to determine eligibility.

ARSD 24:05:25:04 Evaluation procedures

The school district shall ensure a child is assessed in all areas related to the suspected disability and evaluation procedures include a wide variety of assessment tools and strategies to gather relevant functional and developmental information about the child including information provided by parents, that may assist in developing the content of the child's IEP.

Through staff interviews and student file reviews, the monitoring team noted evaluations and reevaluation are not in compliance with state requirements. A student listed on the child count as a child with multiple disabilities (530) (510,550,555,535) was evaluated in all areas of suspected disability except adaptive behavior. The cognitive scores were in the mentally retarded range. In five files reviewed, functional assessment was not completed, summarized into a report and used in the present levels of performance.

Special education staff is completing transition assessment with the exception of two files reviewed. Through interviews and file reviews, the monitoring team determined parental input into the evaluation process is not consistently completed prior to the completion of the prior notice. Refer to Principle Five for information pertaining to annual review timelines.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures evaluation/reevaluation procedures to determine eligibility meet the minimum requirement.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Comprehensive evaluations will be completed for all students evaluated.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Case managers will seek parent input into the evaluation process for 100% of evaluations.

**Timeline for
Completion
12/15/05**

**Person(s)
Responsible**

Case
Managers
Bonny
Jenniges
Jan Moeller

**6 month
progress**
Record date
objective is
met

**12 month
progress**
Record date
objective is
met

6 month reporting date 10/07/05 Received date 6/14/05

12 month reporting date 2/14/06

<p>1. What will the district do to improve? Case managers will receive in-service on appropriate completion of prior written notice for consent for evaluation. What data will be given to SEP to verify this objective? Verify date of inservice and number of those attending will be provided to SEP. District staff review prior notice to assure completion and report percent of prior notice completely correctly.</p>	12/15/05	Case Managers Bonny Jenniges Jan Moeller	Not met Please report the following: Verify date of in-service and number of those attending. District staff review prior notice to assure completion and report percent of prior notice completed correctly to SEP.	(Filled in by SEP)
<p>Please explain the data (6 month) Sign-In sheets and Agendas are available for each month. Accurate PWN available for each Case Manager.</p>				
<p>Please explain the data (12 month)</p>				
<p>2. What will the district do to improve? Case managers will be shown examples of functional assessment reports; secretary will track functional assessment reports as part of the evaluation process.</p> <p>What data will be given to SEP to verify this objective? The district will report the number of files reviewed and how many included functional assessment information.</p>	12/15/05	Case Managers Bonny Jenniges Jan Moeller	Not met please report the following: the number of files reviewed and how many included functional assessment information to SEP.	
<p>Please explain the data (6 month) Evaluation Checklist and Functional Assessment reports are available. One teacher and the Speech therapist continue to need support for writing Functional Assessment Reports.</p>				
<p>Please explain the data (12 month)</p>				

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12 month reporting date 2/14/06

<p>3. What will the district do to improve? The district provided the team leader with a copy of an adaptive behavior evaluation for a student with multiple disabilities. In an effort to improve quality assurance the district is hiring one individual to do all achievement and adaptive testing as well as classroom observations.</p> <p>What data will be given to SEP to verify this objective? The district will report the number of files reviewed for evaluation in all areas of suspected disability and the total number of files which included evaluation in all areas of suspected disability.</p>	12/15/05	Case Managers Bonny Jenniges Jan Moeller	Met 6/27/05	
<p>Please explain the data (6 month) 38 students were evaluated during the 2004-05 school year. 100% of those were evaluated in all areas of suspected disability. Billing for Beth Stadem available.</p>				
<p>4. What will the district do to improve? Transition evaluations will be done for all students 14 years or older. What data will be given to SEP to verify this objective? The district will review files for students age 14 and older and report the number of files reviewed as well as the number which included transition evaluations.</p>	12/15/05	MS/HS Case Managers Bonny Jenniges Jan Moeller	Not met please report the following: The district will review files for students age 14 and older and report the number of files reviewed as well as the number which included transition evaluations to SEP.	
<p>Please explain the data (6 month) Copies of 2 or more Transition Evaluation reports from each case manager in middle school and high school are available. All students 14 years or older were given Transition Assessments. However, the teachers continue to need support for reporting Transition Assessment results. The one remaining high school teacher attended a week-long Transition Conference in Vermillion June 6-10. She will train the 3 new MS/HS teachers in August.</p>				

6 month reporting date 10/07/05 Received date 6/14/05

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Please explain the data (12 month)

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Principle: 5 Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:0527:08 Yearly review and revision of IEP

The monitoring team agrees with steering committee data, IEP files were not always reviewed within 365 days and IEP meetings were not consistently held within 30 calendar days of the receipt of evaluation results. In three of 20 student files reviewed, IEP's were not held within 30 calendar days of the receipt of the evaluation results.

In the following three files, the monitoring team noted the district was over the 365 day timeline.

- 12-16-03/12-17-04
- 10-29-03/11-3-04
- 9-11-03/9-23-04

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures procedures meet the minimum requirements for yearly review and revision of the IEP.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The District will meet the 365 day timeline for all students' IEPs.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. Case managers will follow the established IEP procedures for all students.	Timeline for Completion 12/15/05	Person(s) Responsible Case Managers BonnyJenniges Lisa Miller Jan Moeller	6 month progress Record date objective is met	12 month progress Record date objective is met
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6 month reporting date 10/07/05 Received date 6/14/05

12 month reporting date 2/14/06

1. What will the district do to improve? The records clerk will track prior written notice for an IEP meeting and annual review dates. What data will be given to SEP to verify this objective? The district will report the number of student files reviewed for 5 day written prior notice and annual review dates. The district will report the number of files which include the 5 day written prior notice and the number of IEP's completed within 365 days.	12/15/05	BonnyJenniges Lisa Miller Jan Moeller	Not met please report the following: The district will report the number of files which include the 5 day written prior notice and the number of IEP's completed within 365 days to SEP.	(Filled in by SEP)
Please explain the data (6 month) PWN tracking is kept by Records Clerk and is available in SPED office. PWN 5 day notice was waived 8 times in 2004-05 for various reasons. That is down by 12 from 2003-04. The goal is NO 5 days waived, but life happens☺.				
Please explain the data (12 month)				
2. What will the district do to improve? The district will provide in-service on completion of written prior notice and the 365 day annual review timeline. What data will be given to SEP to verify this objective? The district will submit an In-service agenda and the number of staff attending the in-service.	12/15/05	Case Managers BonnyJenniges s Lisa Miller Jan Moeller	Not met please report the date of in- service and list agenda items and staff attending the in-service	
Please explain the data (6 month) In-service/staff meeting agenda and sign-in sheet and 4 examples of correct PWNs and IEPs from each case manager are available in SPED office.				
Please explain the data (12 month)				

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12 month reporting date 2/14/06

Principle: Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:21 Transition to preschool

Each school district shall develop policies and procedures for the transition of children participating in the early intervention program under Part C of the Individuals with Disabilities Education Act (IDEA) who are eligible for participation in preschool programs under Part B of IDEA. In one student file, the monitoring team determined the district received a referral for a comprehensive evaluation on 3-4-04 for transition from Part C to Part B from Birth to 3 Connections, Youth and Family Services. The evaluation was not completed prior to the child's 3rd birthday; the meeting was held on 5-26-04.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the transition to preschool policies and procedures meet minimum requirements.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Transition from B-3 meetings will be completed prior to the child's third birthday. (The teacher responsible for this missed deadline is no longer employed by the district.)

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.
The district will work with the single point of contact to ensure all students transitioning into preschool at age three have IEP meetings prior to their third birthday.

**Timeline for
Completion
12/15/05**

**Person(s)
Responsible**
Jan Moeller
Preschool
Case
Managers
Beth Haug

**6 month
progress**
Record date
objective is
met

**12 month
progress**
Record date
objective is
met

6 month reporting date 10/07/05 Received date 6/14/05

12 month reporting date 2/14/06

<p>1. What will the district do to improve? District will collaborate with single point of contact in regards to upcoming transition from Part C to Part B meetings. What data will be given to SEP to verify this objective? The district will review files for children turning three to determine IEP meetings were held prior to their third birthday and submit the results to SEP.</p>	<p>12/15/05</p>	<p>Jan Moeller Preschool Case Managers Beth Haug</p>	<p>Not met Please report the following: The district will review files for children turning three to determine IEP meetings were held prior to their third birthday and submit the results to SEP.</p>	<p>(Filled in by SEP)</p>
<p>Please explain the data (6 month) Beth Haug provided in service to school district. Sign-in sheet is available. Monthly calendars with meetings are available at the SPED office.</p>				
<p>Please explain the data (12 month)</p>				

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Principle: Individualized Education Program

6 month reporting date 10/07/05 Received date 6/14/05

12 month reporting date 2/14/06

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.03 Content of IEP

Annual goals must be measurable, must be based on a years-projected progress and reasonable to accomplish in one year.

Through file reviews, the monitoring team noted annual goals are broad, vague and not measurable. Example:

1. The student will increase his use and comprehension of vocabulary.
2. The student will demonstrate appropriate social behavior.
3. The student will increase receptive vocabulary from present level to 90% accuracy in 7-9 opportunities.

Justification for placement must include an explanation of the extent, if any, to which the student will not participate with non-disabled students in the regular classroom. The monitoring team determined special education staff does not have a clear understanding how to pursue writing justification for placement statements. Special educators do not use the accept/reject method required for writing justification for placement statements. Justification statements must include an explanation of the extent, if any, to which the child will not participate with non-disabled children in the general classroom and in extracurricular and non-academic activities.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures functional information to develop annual goals and write justification for placement statements using the accept/reject method.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Case managers will write IEP goals that are measurable, based on a year's-projected progress and reasonable to accomplish in one year.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. Case managers will develop IEP goals that are focused, specific, and measurable.	Timeline for Completion 12/15/05	Person(s) Responsible Case Managers Jan Moeller	6 month progress Record date objective is met	12 month progress Record date objective is met
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6 month reporting date 10/07/05 Received date 6/14/05

12 month reporting date 2/14/06

1. What will the district do to improve? The district will provide inservice on writing measurable goals. What data will be given to SEP to verify this objective? The district will submit the in-service agenda and the number of those attending.	2/14/05	Barb Boltjes Case Managers Jan Moeller	Not met please report the following: The district will submit the in-service agenda and the number of those attending.	(Filled in by SEP)
Please explain the data (6 month) Agenda and sign-in sheet available for in service from Barb Boltjes February 14, 2005.				
Please explain the data (12 month)				
2. What will the district do to improve? Case managers will use inservice training to develop measurable goals for student IEP's. What data will be given to SEP to verify this objective? The district will review student files and submit the total number files reviewed and the number which included measurable goals.	12/15/05	Barb Boltjes Case Managers Jan Moeller	Not met please report the following: The district will review student files and submit the total number files reviewed and the number which included measurable goals.	
Please explain the data (6 month) All 2004-05 IEPs have been reviewed by the SPED Director (approximately 140.) Three deadlines were missed. One child and Parent were in Denver for several months as the child was receiving cancer treatment and surgery. The second and third IEP deadlines were missed due to the serious illness of the Case Manager.				
Please explain the data (12 month)				

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12 month reporting date 2/14/06

3.What will the district do to improve? The district will track the number of goals met for students on an IEP. What data will be given to SEP to verify this objective? The district will report the percentage of goals met.			On going please continue to track and report results.	
Please explain the data (6 month) The percentage of goals met in 2004-05 is about 51%. We will continue to track progress and work to develop achievable goals.				
Please explain the data (12 month)				